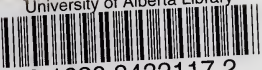


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SOCIAL STUDIES 6 CURRICULUM SPECIFICATIONS

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GRADE 6 SOCIAL STUDIES CURRICULUM SPECIFICATIONS

The Grade 6 Social Studies Curriculum Specifications were prepared in July, 1981, by an *ad hoc* committee of classroom teachers, school administrators, and Alberta Education personnel under the direction of the Curriculum Branch. Alberta Education acknowledges with appreciation the contributions of the members of the Grade 6 Social Studies Committee.

F. Schreiber, Alberta Education, CHAIRMAN
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D. Kaufman, Lac La Biche School Division
D. Schultz, Calgary Board of Education
P. Lewis, Edmonton Public School District

As well, Alberta Education acknowledges the substantial efforts of those individuals who provided written reactions to the July, 1981 interim edition of the Curriculum Specifications statement.

The basic principle involved in the development of the course specifications was that they be based on the *1981 Alberta Social Studies Curriculum*. In addition, a set of guidelines for weightings was provided by the Curriculum Branch.

The content specifications that follow address all areas of the prescribed objectives. Where instruments to test objectives cannot be developed, this will be shown in the test blueprint. In such instances, weightings will be re-assigned to the remaining test specifications on a pro-rated basis.

WEIGHTING FACTORS [See Table 1]

The following criteria were established by the Content Specifications Committee in the weighting of objectives:

1. VALUE OBJECTIVES
 - The total weighting allocated to the value objectives is 20%. The overall distribution of the sub-categories for value objectives across the three prescribed curriculum topics is:
 - 5% Understanding of values
 - 5% Competencies
 - 10% Attitudes.

2. KNOWLEDGE OBJECTIVES
 - The total weighting allocated to the knowledge objectives is 40%. Equal emphasis or weighting will be given to each of the three topics. Each concept area, outlined in the specifications that follow, will be acknowledged in the test.

 - The knowledge objectives are structured basically around the prescribed concepts for the Grade 6 topics.

3. SKILL OBJECTIVES
- The total weighting allocated to the skill objectives is 40%. Thirty percent is allocated to the inquiry and participation skills. The remaining 10% is allocated to the inquiry process.
 - Specific forms of the test will not necessarily include items for each sub-category of skill objectives applied to each of the three topics.
 - The 10% weighting allocated to the inquiry process will be applied to an issue related to one of the three prescribed topics.
 - Inquiry Process. The inquiry process consists of more than a collection of discrete skills. The relationship of the particular skills to each other and to the process as a whole also deserves emphasis. To this end, testing strategies should incorporate opportunities for students to combine several skill areas together in applying them to a particular social issue. This might involve a series of steps in organizing, analyzing, evaluating, and synthesizing data provided by the examiner, and might involve a written response format.

Table 1 presents the percentage weighting allocation for the three major classifications of the Grade 6 Social Studies objectives. Table 2 outlines the detailed specifications for the content of each topic of the course.

Table 1

Grade 6 Social Studies Weighting of Course Objectives

OBJECTIVES	PERCENTAGE WEIGHTING
<p>VALUES</p> <p>Understandings Competencies Attitudes</p>	<p>5 5 10</p> <hr/> <p>20</p>
<p>KNOWLEDGE</p> <p>Topic A Topic B Topic C</p>	<p>equal emphasis</p> <hr/> <p>40</p>
<p>SKILLS</p> <p>Inquiry</p> <ol style="list-style-type: none"> 1. Identify and focus on issue 2. Formulate research questions 3. Gather and organize data 4. Analyze and evaluate data 5. Synthesize data 6. Resolve the issue 7. Apply the decision 8. Evaluate the decision and process <p>Participation</p> <ol style="list-style-type: none"> 1. Communicate effectively 2. Interpret ideas and feelings of self and others 3. Participate in group decision-making 4. Contribute to a "sense of community" <p>Inquiry Process</p> <ol style="list-style-type: none"> 1. Applied to an issue related to one of the prescribed topics 	<p>2 2 6 5 5 2 2 2</p> <p>1 1 1 1</p> <p>10</p> <hr/> <p>40</p>
<p>TOTAL</p>	<p>100</p>

Table 2

Grade 6 Social Studies Curriculum Specifications

TOPIC A: How People in Earlier Times Met Their Needs

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Develop Understanding of Values</u></p> <p>A. Identify social equality and personal advancement as two values that people may hold in resolving the issue of basic needs.</p> <p>B. Describe reasons why members of a society may prefer social equality, and reasons why they may prefer personal advancement, as the means to meeting their basic needs.</p>	
<p>II. <u>Develop Competencies</u></p> <p>A. In value analysis, by comparing the values underlying rigid class structure to the values present where social classes are not distinct.</p> <p>B. In decision making, by choosing preferences for ways of resolving issues of basic needs.</p>	
<p>III. <u>Develop Attitudes</u></p> <p>A. Of positive self-concept, by viewing oneself as capable of helping others meet their basic needs.</p> <p>B. Of tolerance for perspectives different from their own, on issues of social stratification and organization.</p> <p>C. Of empathy for people, past and present, who have been unable to meet their basic human needs.</p>	
TOTAL	7

TOPIC A: How People in Earlier Times Met Their Needs

KNOWLEDGE OBJECTIVES	PERCENTAGE WEIGHTING
<p><u>Note:</u> It is important that students understand the meanings of each concept sufficiently well that they can identify, and give examples of the concept as it relates to an Ancient Mediterranean or Pre-Columbian American civilization.</p> <p>I. <u>Basic Needs</u></p> <p>Examples of basic needs of people in the civilization, and specific ways that some were met</p> <p>A. Physical</p> <ol style="list-style-type: none"> 1. food 2. shelter 3. clothing 4. sanitation <p>B. Social</p> <ol style="list-style-type: none"> 1. communication 2. social order <p>C. Psychological</p> <ol style="list-style-type: none"> 1. belief system (e.g., traditions, religion) 2. development of personal talents through physical, recreational and aesthetic means (e.g., sports, sculpture, art) 	3
<p>II. <u>Civilization</u></p> <p>A. Geographic setting of selected civilizations</p> <ol style="list-style-type: none"> 1. location (global and regional) 2. landforms 3. climatic influences 4. possible influence of geographic factors on development of the civilization <p>B. Historic setting of selected civilization</p> <ol style="list-style-type: none"> 1. timeline of major eras or events <p>C. Methods of finding out about the past</p> <ol style="list-style-type: none"> 1. artifacts 2. fossil remains 3. pictorial data 4. oral traditions 5. written records 	4

III. <u>Organization of the Society</u> (in a selected civilization) A. Government and control - how major decisions were made for the society B. Class structure - extent of opportunity for social mobility, personal freedom, and equality of opportunity C. Nature of laws for social control	3
IV. <u>Social Change</u> (in a selected civilization) A. Some changes in laws, customs or traditions, over time, to respond to basic needs and values	3
TOTAL	13

TOPIC A: How People in Earlier Times Met Their Needs

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. <i>Identify and focus on the issue by paraphrasing a variety of data sources dealing with people meeting human needs, and identifying the competing values.</i></p> <p>B. <i>Formulate research questions and procedures by delineating ways to investigate the issue in one or more ancient civilizations.</i></p> <p>C. Gather and organize data by</p> <ol style="list-style-type: none"> 1. reading and interpreting the latitude-longitude grid system on a simple world map or globe to locate the civilization(s) under study. 2. recording major events of the civilization under study on a basic timeline prepared by the teacher. (This will require work on chronology, BC and AD.) <p>D. Analyze and evaluate data by categorizing information from print and non-print sources about how various needs were met.</p> <p>E. Synthesize data by</p> <ol style="list-style-type: none"> 1. developing concepts of physical, psychological and social needs by listing specific examples of each, grouping them, and applying concept labels. 2. summarizing information by compiling (individual) research findings (in a small group session). <p>F. Resolve the issue by stating and defending a generalization about organizing society to meet basic needs.</p> <p>G. <i>Apply the decision by planning how our society might be organized to meet a particular need.</i></p> <p>H. <i>Evaluate the decision and plan of action by determining their possible effects on existing social structures and people's behavior.</i></p>	

<p>II. <u>Participation Skills</u></p> <p>A. <i>Communicate effectively by expressing ideas about the civilization through drama or role-playing.</i></p> <p>B. <i>Interpret ideas and feelings of self and others by paraphrasing another group member's statements and asking him/her to indicate if that was the message.</i></p> <p>C. <i>Participate in group work and decision making by</i></p> <ol style="list-style-type: none"> 1. <i>contributing as a small group member by dividing up the task, assigning jobs and evaluating group performance.</i> 2. <i>negotiating with others in a small group to reach consensus on an issue.</i> <p>D. <i>Contribute to a "sense of community" by assisting classmates in sharing materials and directing them to information they are seeking.</i></p>	
<p>III. <u>Inquiry Process</u></p> <p>See explanation of "Inquiry Process" preceding Table 1.</p>	
TOTAL	13

TOPIC B: How People in Eastern Societies Meet Their Needs Today

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Develop Understanding of Values</u></p> <p>A. Identify the values of technological development and maintenance of traditions as being in competition in China and/or South East Asian societies today.</p>	
<p>II. <u>Develop Competencies</u></p> <p>A. In value analysis, by analyzing and contrasting eastern and western attitudes and values related to technology and tradition.</p> <p>B. In value analysis, by reflecting upon world views (perspectives) of persons from China and/or South East Asia.</p> <p>C. In decision making, by predicting the consequences if westerners and easterners adopt some of each other's characteristics.</p>	
<p>III. <u>Develop Attitudes</u></p> <p>A. Of respect for the ways that people in Eastern societies satisfy basic needs.</p> <p>B. Of objectivity by challenging one's own ideas about what constitutes the best way of meeting basic needs.</p>	
TOTAL	6

TOPIC B: How People in Eastern Societies Meet Their Needs Today

KNOWLEDGE OBJECTIVES	PERCENTAGE WEIGHTING
<p><u>Note:</u> It is important that students understand the meanings of each concept sufficiently well that they can identify, and give examples of the concept as it relates to one or more Eastern societies.</p> <p>I. <u>Geographic Location and Features of an Eastern Society</u></p> <p>A. Global location</p> <p>B. Geographic Considerations</p> <ol style="list-style-type: none"> 1. physical features (climatic conditions, terrain, area) 2. demographic features <p>C. Possible influence of geographic factors on ways basic needs are met</p>	2
<p>II. <u>Customs and Traditions</u></p> <p>A. Relationship to ways basic needs are met</p> <p>B. Conflict between technological development and maintaining tradition</p>	2
<p>III. <u>Cross-Cultural Sharing</u></p> <p>A. Examples of processes include</p> <ol style="list-style-type: none"> 1. immigration and emigration 2. trade and commerce <p>B. Examples of culture include</p> <ol style="list-style-type: none"> 1. goods 2. language 3. foods 4. music and arts <p>C. Examples of ways that western culture might help Eastern societies meet basic needs</p> <ol style="list-style-type: none"> 1. food shortages 2. medical 3. communication <p>D. Examples of ways that eastern cultures might help Western societies meet basic needs</p> <ol style="list-style-type: none"> 1. concept of "cooperation" 2. land use 3. family and community relationships 	3

<p>IV. <u>Perspectives</u></p> <p>A. Examples of differences in outlooks between people in Western and Eastern societies in ways that basic needs are met</p>	2
<p>V. <u>Scarcity</u></p> <p>A. Examples of factors that might be identified for a particular society include</p> <ol style="list-style-type: none"> 1. population 2. subsistence agriculture 3. level of technology 4. land distribution 	2
<p>VI. <u>International Agencies</u></p> <p>A. Problems of refugees</p> <p>B. Examples of organizations include</p> <ol style="list-style-type: none"> 1. international <ul style="list-style-type: none"> - United Nations - Red Cross 2. Canadian <ul style="list-style-type: none"> - Canadian International Development Agency 3. voluntary <ul style="list-style-type: none"> - Foster Parents' Plan 	2
TOTAL	13

TOPIC B: How People in Eastern Societies Meet Their Needs Today

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. Identify and focus on the issue by having several students state the issue in their own words, after reading about needs satisfaction in South East Asia and/or China.</p> <p>B. <i>Formulate research questions and procedures to use in acquiring information on a selected East Asian society.</i></p> <p>C. Gather and organize data by</p> <ol style="list-style-type: none"> 1. reading and interpreting maps to locate the country/countries being studied in relation to Alberta. 2. using a globe and 24-hour clock to calculate day and time in the places studied compared to Alberta. 3. using scale to determine distances between places studied and Alberta. 4. using a map legend to identify features of the countries studied and their distances from Canada. 5. comparing the areas of the places studied with that of Alberta. 6. reading and interpreting charts, bars and pictographs, and simple tables for information on countries studied. 7. interviewing resource people, using questions developed in a small group to get information on the countries under study. <p>D. Analyze and evaluate data by explaining differences in the perspectives of people in Canada and Eastern Asia about the ways in which needs should be met.</p> <p>E. Synthesize data by formulating generalizations about the influence of culture in determining how people meet their needs (e.g., differences in food preferences).</p> <p>F. <i>Resolve the issue by refocusing on whether Asian and Western societies should meet their needs in similar ways. Discuss, and clearly identify, alternative solutions.</i></p> <p>G. <i>Apply the decision by creating a plan for addressing a specific basic needs issue (e.g., refugees) taking into account the perspectives of the South East Asian people.</i></p> <p>H. <i>Evaluate, in a class discussion, the inquiry process used in the study. Useful criteria may include such questions as: Was it a good way to learn about South East Asia? Were there enough resources? Was it interesting? Are we more sensitive to diverse ways of meeting human needs?</i></p>	

<p>II. <u>Participation Skills</u></p> <p>A. Communicate effectively by expressing an opinion, either orally or in writing, using specific examples about aspects of Eastern societies that might be beneficial for Canadians to adopt.</p> <p>B. <i>Interpret ideas and feelings of self and others by demonstrating an understanding of dilemmas faced by people as they struggle to survive and maintain human dignity.</i></p> <p>C. <i>Participate in group decision making by accepting and profiting from constructive criticism of an idea or procedure shared within a small group.</i></p> <p>D. <i>Contribute to a "sense of community" by serving as a small-group spokesman to present material to the whole class.</i></p>	
<p>III. <u>Inquiry Process</u></p> <p>See explanation of "Inquiry Process" preceding Table 1.</p>	
TOTAL	14

TOPIC C: Meeting Needs Through Local, Federal and Provincial Government

VALUE OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Develop Understanding of Values</u></p> <p>A. Define joint action and self-reliance as two perspectives on the extent of government responsibility for satisfying the needs and wants of its citizens.</p> <p>B. Describe examples which show that joint action and self-reliance are valued in providing services for citizens locally, provincially, and federally.</p>	
<p>II. <u>Develop Competencies</u></p> <p>A. In value analysis, by identifying value conflict situations in which some members of society feel that governments do too much, and others feel that governments do too little.</p> <p>B. In decision making, by predicting the consequences of changing the extent of government involvement in providing services to certain members of society whose needs differ.</p>	
<p>III. <u>Develop Attitudes</u></p> <p>A. Of self-confidence, by being able to participate effectively in political processes.</p> <p>B. Of respect for the democratic process as a means to resolve conflict.</p> <p>C. Of tolerance of ambiguity, by withholding judgment until other people's perspectives are considered.</p>	
TOTAL	7

TOPIC C: Meeting Needs Through Local, Federal and Provincial Government

KNOWLEDGE OBJECTIVES	PERCENTAGE WEIGHTING
<p><u>Note:</u> It is important that students understand the meanings of each concept sufficiently well that they can identify, and give examples of the concept in relation to government in Canada.</p> <p>I. <u>Politics</u></p> <p>A. Political parties</p> <ol style="list-style-type: none"> 1. role in democracy <p>B. Some principles of the electoral process</p> <ol style="list-style-type: none"> 1. representation by population 2. campaign process 3. nomination process 4. voting 5. wards 6. constituencies 	3
<p>II. <u>Power and Influence in Political Decision Making</u></p> <p>A. Concepts of "interest groups" and "lobby"</p> <p>B. A significant example of political decision making in contemporary Canadian affairs (e.g., oil sands development, northern pipelines)</p> <p>C. A significant example of political decision making in Canadian history (e.g., building of the CPR)</p>	3
<p>III. <u>Government</u></p> <p>A. Needs to which governments respond</p> <p>B. Basic principles of democracy</p> <p>C. Structure of three levels of government (including knowledge of provinces and provincial capitals)</p> <ol style="list-style-type: none"> 1. federal <ul style="list-style-type: none"> - Senate - House of Commons - Prime Minister and Cabinet - Governor-General 2. provincial <ul style="list-style-type: none"> - legislature - Premier and Cabinet - Lieutenant-Governor 3. municipal <ul style="list-style-type: none"> - council - mayor or reeve 	4

- D. Human needs that governments usually do not attempt to meet
1. career choices
 2. location of residence
 3. religious affiliation

IV. Bills

- A. Passage of a bill
1. readings
 2. debates 2
- B. Role of opposition
- C. Role of Governor-General or Lieutenant-Governor

V. Laws

- A. Purpose of laws
- B. Restrictions on personal freedoms - examples 2
- C. Protection of personal freedoms - examples

TOTAL 14

TOPIC C: Meeting Needs Through Local, Federal and Provincial Government

SKILL OBJECTIVES	PERCENTAGE WEIGHTING
<p>I. <u>Inquiry Skills</u></p> <p>A. <i>Identify and focus on the issue, through small group discussion, of the extent to which governments should accept responsibility for meeting specific human needs, e.g., health, safety.</i></p> <p>B. Formulate research questions and procedures by hypothesizing about the consequences of having governments assume various responsibilities for meeting human needs.</p> <p>C. Gather and organize data by</p> <ol style="list-style-type: none"> 1. making a topical outline of several main points from a short article on ways in which citizens can affect government decisions. 2. conducting a survey of parents or selected community members, using questions and procedures prepared in a small group, to get views on the services the government should provide. 3. comparing the roles of government in historical and contemporary situations, e.g., the construction of the Canadian Pacific Railway and proposed northern pipelines. <p>D. Analyze and evaluate data by</p> <ol style="list-style-type: none"> 1. charting and graphing points of view found in the survey about appropriate levels of government services. 2. inferring why different people have different political views. <p>E. Synthesize data by relating a cause, such as government action in phasing out a program, to its social and economic effects, both positive (saves public money) and negative (reduces service to some people).</p> <p>F. <i>Resolve the issue by parliamentary procedures (e.g., making and debating a Bill).</i></p> <p>G. Apply the decision by creating a plan to reduce or increase specific government services to address an issue of human needs.</p> <p>H. Evaluate the decision, using democratic criteria, e.g., freedom of speech, majority rule.</p>	

II. Participation Skills

- A. Communicate effectively by participating in a simulation of the introduction and debate of a Bill in the House of Commons.
- B. *Interpret ideas and feelings of self and others by demonstrating an understanding of the dilemmas political representatives face in trying to provide an appropriate level of public services.*
- C. Participate in group work and decision-making by learning to make a point without monopolizing the discussion.
- D. Contribute to a "sense of community" by sharing resources with classmates and contributing ideas they might find useful in completing work.

III. Inquiry Process

See explanation of "Inquiry Process" preceding Table 1.

TOTAL 13

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